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SCHOOL

And Community

YOUR LAD AND MY LAD

Your lad and my lad,
And how he fights today,
For your land and my land,
Tho half a world away.
With brave heart and true heart,
In lands across the sea,
His life's blood, his heart's blood,
He gives for you and me.

Your boy and my boy,
O how he thinks today
Of his home and his land
A half a world away.
Of home-hearts and sweethearts,
He prays in dreams to see,
Of life plans and soul plans,
He left for you and me.

Your part and my part
How small it looks today
When your lad and my lad,
A half a world away,
Has left all, to give all.
How poor does our part seem,
When boys make and lads make
The sacrifice supreme!

—T. J. W.

APRIL, 1942

VOL. XXVIII NO. 4

THE MISSOURI STATE TEACHERS COLLEGES

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In the present crisis

★ if we are to combat the fanatical spirit of enemy youth with the spirit of democracy in American youth, we cannot afford to wait any longer, we cannot leave it to chance—★

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systematically • methodically • not incidentally

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W. D. McGLURKIN, in the *Arkansas Journal of Education*, January, 1942

“It’s time to TEACH democracy. . . . We are engaged in a titanic life-and-death struggle, initiated by evil men with new and ominous ideas about government—ideas that have hypnotized people in many parts of the world, particularly young people . . . the schools of the nation should immediately start TEACHING democracy, not incidentally but systematically.”

DON C. ROGERS, District Superintendent,
Chicago Schools (in School and Society)

“Too long we have assumed that democracy needs no teaching, that young Americans will grow up automatically to be alert, diligent, discriminating, patriotic citizens. But evidence is ample that this is a false notion. Democracy needs to be TAUGHT in as definite and orderly a way as arithmetic or the English language.”

THE JOURNAL OF EDUCATION
(Editorial, January, 1942)

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SCHOOL AND COMMUNITY

OFFICIAL ORGAN OF THE MISSOURI STATE TEACHERS ASSOCIATION

THOS. J. WALKER
Editor and Manager

INKS FRANKLIN
Associate Editor

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DANCE OF THE NYMPHS

by
Corot



THIS IS COROT'S best known painting and thoroughly representative of his later style, devoted to landscapes of a silvery, dewy freshness. The dancing figures are incidental, yet they give life and movement to the picture, as well as a name.

While Corot is known principally as a landscape painter, he produced many figure paintings, examples of which are to be seen in many art galleries throughout the world. He lived many years in the country near Paris, in the village of Barbizon. Here he helped to found a colony of painters who became known as the Barbizon School. The work of this group marked the first definite trend toward painting scenes out of doors from nature. Landscapes of the earlier artists were usually studio painting.

In this Barbizon group we find the well-known names of Daubigny, Rousseau and Diaz and Millet was closely associated with them.

Orders for this material and all other supplementary material for carrying out the work of the Courses of Study should be sent to

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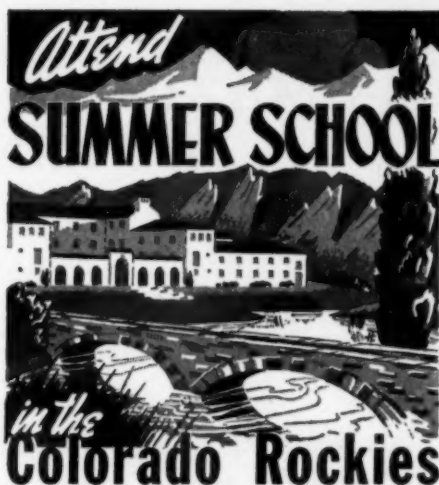
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EDITORIALS



WHAT OF OUR PHILOSOPHY

ONE OF THE PARADOXES of war is that while it is, considered by itself, the acme of foolishness, it causes men to search for wisdom and brings thoughtful people closer to ultimate realities. Civilized men and civilized nations are thinking more deeply about and showing a deeper concern for the meaning and values of their lives and their ways of life. In the educational field the several volumes produced by the Educational Policies Commission represent an effort of great magnitude to get at the philosophy of American education as it is and as it ought to be. Ministers who had quite naturally become tinged with the materialistic are laying a great and somewhat new emphasis on spiritual values. Such a magazine as "Fortune," self assertedly dedicated to big business, in each of its three latest issues has an article by nationally known philosophers striving to impress their readers with the idea that "the world is too much with us," that in "getting and spending we lay waste our powers," that science is not the answer to life's problems and that philosophy, ethics, religion, must be taken into our lives as fundamental necessities.

Can it be that educators lag in such a thing as basic life philosophy? Is it possible that schools have for one reason or another no conscious philosophy deeper than the superficialities of a materialistic curriculum?

When we see the tragic situation on this planet with the largest army of all time, equipped and equipping itself with engines of destruction more deadly than ever before cursed mankind; when we observe that these millions of armed men have had more education, can read better, are occupationally more competent, know more science (including the *social* sciences), are in better health and cleaner of body than armies ever were before, we are forced to say something is lacking and to ask "What?"

While we do not presume to answer in detail the question "What is lacking?", we do assert that without having had too strong an emphasis on the means of life, we have, in school, stressed far too little the purposes and aims of life. But life must have a philosophy of some kind. So with all the emphasis laid on acquiring skills, developing the mind, acquiring physical fitness, health, social adaptability, the means have become ends.

Is it not high time that adequate attention be given to life's purposes along with life's means? They are, fortunately, not mutually exclusive. Rather, either alone is less than half the sum of both.

What is the direct formative influence toward a basic philosophy in America to match Hitler's as it is exemplified in the following solemn oath? Imagine thousands of youth, the flower of Nazi Germany, going thru this kind of religious liturgy until it becomes an emotionalized ideal embedded into the fibers of their being.

One of them cries out:

We know this, the most holy law of the Reich. The Reich lives only through the faith in its hearts, and through the steadfast toil of its hands.

They all speak:

This we know.

One of them speaks:

We believe that the fire in our hearts and the labor of our hands will shatter the hatred and scorn of our enemies throughout the world.

They all speak:

This we believe.

One of them gives the solemn oath:

In the presence of the Fuehrer let us swear this: We shall never forget how we bruised our hands and seared our hearts, as we toiled fully half a year on German soil! Thus shall our whole life be a great Labor Service for Germany.

AN OPPORTUNITY FOR SERVICE

The teachers of Missouri, as representatives of the Federal government will be hosts to citizens of their communities on April 27-28 and May 4, 5 and 6, when they undertake civilian registration for the sugar rationing program under the auspices of the Office of Price Administration. In hundreds of communities this event will mark a high spot in the program of school-community relationships. Many citizens will visit the schools for the first time and for a specific purpose.

They all cry:

This we swear.

One of them cries out:

That which we swear, Fuehrer, is the highest oath that thy German Youth can swear to thee! —it rises up from every working maid, from every working man.

Voices:

May Germany live unto all eternity!

They all cry:

May Germany live! The bells ring out.

What do we have equal to it? Our pledge of allegiance to the flag? Fine as far as it goes. But the preamble to our Constitution is also fine and more comprehensive. Certain sections of the Declaration of Independence are equally fine. But do we teach either except in the most casual and superficial way? And deeper, grander and more fundamental than either, the sublimest of all conceptions, are: the Fatherhood of God, the Brotherhood of Man, the self authenticating validity of Truth and the essential morality of the Universe. These are our liturgy. Shall we embed them into the fiber of our people?

We have latent within democracies a sublime philosophy which does inspire to the highest life. It could well be emphasized. We do not dare to be ashamed of it.

Teachers not immediately engaged in the clerical registration will take advantage of the opportunity to show their guests how good the schools are. Their colleagues engaged in the clerical duties of registration will make a public contact marked with cheerfulness, courtesy, and service. Teachers should plan to make something sweet and pleasant out of what could be made only clerical drudgery. One superintendent remarked, "Let's remember: We

(Continued on Page 189)

The State Revenue Fund in Relation to State Support of Public Schools

A RECENT ANNOUNCEMENT by the State Department of Education reveals that the money available for distribution this year has made possible the full payment of all basic apportionments under the 1931 school law, and also a payment of 46.6 per cent on the supplementary apportionments for which the law provides. That announcement again focuses interest on the state revenue fund, since approximately ninety-nine per cent of the \$16,346,646.77 required to make those payments came from that source. Hence it seems timely to pre-

By T. E. VAUGHAN

Missouri State Teachers Association

ing table will reveal that state revenue fund receipts for 1941 exceeded those for 1940 by \$7,813,711.00, approximately one-third of which, or a little more than \$2,600,000.000, was available for public school support. That increase accounts for the state's unusual record of payment this year

The State Revenue Fund of Missouri, Receipts for the Calendar Years
1939, 1940, 1941, Refunds and Transfers Eliminated*

Sources of Receipts	1939	1940	1941
Property Taxes	\$ 1,941,372.25	\$ 1,913,245.37	\$ 1,946,777.05
Per Cent of Total	4.75	4.42	3.81
Income Tax	6,181,105.28	6,944,716.60	7,558,656.58
Per Cent of Total	15.13	16.05	14.80
Inheritance Taxes	1,638,905.26	1,961,996.32	1,524,779.19
Per Cent of Total	4.01	4.54	2.99
Corporation Franchise Tax	1,506,685.73	1,514,206.47	1,517,712.12
Per Cent of Total	3.69	3.50	2.97
Tax on Foreign Insurance Companies	1,175,742.79	1,184,539.71	1,749,795.95
Per Cent of Total	2.88	2.74	3.43
Beer Permits and Inspection Fees	1,067,283.44	1,040,226.14	1,111,704.70
Per Cent of Total	2.61	2.40	2.18
Liquor Permits and Inspection Fees	4,034,555.14	4,730,989.19	5,059,194.72
Per Cent of Total	9.87	10.94	9.91
Sales Tax	22,331,659.17	23,019,436.38	29,514,619.29
Per Cent of Total	54.65	53.22	57.79
Other Items	982,960.15	945,564.86	1,085,392.44
Per Cent of Total	2.41	2.19	2.02
Total Revenue Receipts	\$40,860,269.21	\$43,254,921.04	\$51,068,632.04
Total of Percentages	100.00	100.00	100.00

*Data from the published report of the State Auditor.

sent the data included in the accompanying table, which supplements similar tables appearing in the April, 1938, and the October, 1939, issues of School and Community, at pages 143 and 274, respectively. The three tables record state revenue fund receipts for each of the fourteen years since 1927.

Reference to the totals in the accompany-

on its obligations under the 1931 school law.

Those who have risked a forecast of state revenue fund receipts for 1942 frequently have predicted a decline from the 1941 total. Excepting the sales tax, there is little likelihood of an early decline in the total yield of those taxes that contribute to the state revenue fund. The yield of the sales

tax, however, is uncertain. While the total income of Missourians probably will be greater in 1942 than it was in 1941, federal taxes, federal borrowing, and payments on instalment purchases made in 1941 and earlier will lessen the part of that income available for current spending. Moreover, restrictions on instalment buying and the narrowing of the field of possible purchases by federal regulations will tend to reduce the total volume of sales. Against all re-

straining influences are the upward trend of prices and the rush to buy available articles before the supply is exhausted. The resultant of those conflicting forces cannot be predicted accurately. Nevertheless, it is unlikely that the yield of the sales tax will be much, if any, less in 1942 than it was in 1941. Consequently, it seems safe to estimate that the amount of state revenue fund receipts for 1942 will at least approximate the amount for 1941.

Living Democracy Through Education

On the cover page of the February issue of *School and Community* was pictured a challenge to education. The teachers and students of the Mark Twain Elementary School of Brentwood, St. Louis County, accepted that challenge.

Through the principal Clarence E. Amen, each teacher was made conscious of her responsibility and obligation to indoctrinate each child with a faith in democracy and to develop a true patriotism. While "our boys" are fighting to WIN the WAR, it is up to the boys and girls in school now to WIN the PEACE and build for the preservation of our American Way of Life.

A realistic meaning and a reason for the need of proper training for life in a

Democracy were given the children by helping them to see how the study and mastery of each academic subject aids in building the Wall of Defense for Democracy, and that only through education can Civilization be saved from catastrophe.

The culminating activity for this all school project was a program in which all grades participated. A pageant, "The Democratic Way of Life," was written and produced. In art classes a war mural was painted for the stage setting, costumes were planned, and all properties were made. After four weeks of study and work, the program was presented for Dad's Night, March 11, and, upon request, repeated for Mark Twain's Mother's Club on March 18.



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Brisbin, Ray, 4402 McPherson Ave., St. Louis.

Tax Education and School Finance

Bell, Leslie H., Superintendent of Schools, Lexington; Cramer, Roscoe V., Prin., West Junior High and Switzer Schools, Kansas City; DeWitt, D. G., Vice-prin., Benton Jr.-Sr. High School, St. Joseph; Ernst, Marie A., Soldan High School, St. Louis; Featherston, Glenn, Asst. State Supt. of Schools, State Dept. of Educ., Jefferson City; Goslin, Willard E., Superintendent of Schools, Webster Groves; Shores, Roscoe V., Asst. Superintendent of Schools, Kansas City.

Teacher Preparation and Certification

Hunt, Heber U., Superintendent of Schools, Sedalia; Phillips, H. T., Prof. of Educ., State Teachers College, Maryville; Slocumb, Sophia Grace, 4726 Park Ave., Kansas City; Stith, Forrest, Director of Teacher Certification, State Dept. of Educ., Jefferson City; Wise, H. A., Director of Teacher Training, Southwest Missouri State Teachers College, Springfield.

Tenure

Eubank, L. A., Northeast Missouri State Teachers College, Kirksville; Flahive, Mary, Hale H. Cook School, Kansas City; Rissler, Sam M., Superintendent of Schools, Trenton; Wallace, Miss Neva, Central High School, St. Joseph; Winkelman, Mathilda, Hadley Technical High School, St. Louis.

Reasonable Tenure Provisions

IN EDUCATION'S PIONEER DAYS no provision was made for the continuous employment of teachers. They were hired and fired, often indiscriminately—or, sometimes, they walked out, if conditions were unbearable. In 1887, a National Education Association committee made a plea for tenure. New Jersey passed the first statewide tenure law in 1909 and by 1941 twenty-six states had tenure laws.

Tenure that is established by law sets up an orderly procedure for the dismissal of teachers who no longer are serving efficiently and constructively.

A reasonable tenure law should provide for:

1. A short probationary period;
2. The procedure for the removal of teachers from services;
3. The protection of the board of education against untimely resignations.

The probationary period should perhaps not exceed two years. This period affords the board of education and the community sufficient opportunity to evaluate the teacher's ability, his conduct, and his personality. It also gives the "beginning teacher time to find himself in the actual school room situation—so different from theory and even from practice teaching".¹

A tenure law may require the probationary teacher to attend summer school or to travel during one of the summer vacations before he is eligible for permanent employment.

If the probationary teacher is not to be re-employed, he should be given at least sixty days notice before the end of the school year.

Probationary teachers should be protected from dismissal during the school year except for the same causes as those enumerated for the removal of permanent teachers and with the same dismissal procedure.

1. Jellinek, "Tenure for Teachers," *Personal Growth Leaflet Number 136*.

By BERT CLARE NEAL
Ashland School
Kansas City

A teacher should not be removed from office without notice and without knowledge of the reasons. Charges should be preferred in writing, signed by the person, or persons, making them and filed with the secretary of the board of education. The teacher should be given a copy of these charges. He should have the right to a hearing at which he may subpoena witnesses

and be represented by attorneys. To avoid dismissal he must prove that the charges are not justifiable. The board of education should conduct the hearing.

Tenure laws may enumerate all the causes deemed justifiable and therefore legal for dismissal of teachers, or they may make the legal cause general enough to fit all specific cases. Some of the specified causes for legal dismissal of teachers are: immorality, insubordination, incompetency, neglect of duty, inefficiency, unprofessional

conduct, physical or mental disability, justifiable decrease in the number of teaching positions.

A tenure law should make provision for the resignation of teachers, so that boards of education may have time to make satisfactory replacements. If a teacher wishes to resign he should give the employing board of education a sixty-day written notice unless the board approves release on shorter notice.

Tenure protects the board of education from interference of over-active persons in the community in the matter of employing and dismissing teachers.

Tenure gives the superintendent of schools "the support of a fearless body of teachers."

(Continued on Page 158)

SCHOOL AND COMMUNITY

Be Ours to Hold it High

IN THESE DAYS of so rapidly moving events and changing values, the teacher, along with countless others, looks about his world bewildered, uncertain, perhaps dismayed, at seeing those standards which he may have considered sound pillars of steadfastness and security swept aside with devastating suddenness in the presence of our national emergency.

We, as teachers, because of the public nature of our work, are concerned with all the problems of social and economic adjustment which are arising, but we are also faced with problems which are peculiar to the teaching profession. Statements are being made frequently that it may be necessary to make adjustments in the requirements for teaching in order to meet the shortage which is arising in the profession. Many teachers are being confronted with such questions as these: Shall I leave the teaching profession or stay with it? Shall I accept or seek that better paying position? Shall I continue my education and preparation—who knows what may happen? The activities of my department have been curtailed or eliminated. What do I do now? How can we, as teachers, deal with these questions fairly and honestly, yet best be protected against these issues within our profession and others as urgent from without? No single answer would suffice.

Missouri teachers are fortunate in having a protective and guiding bulwark in their Code of Professional Standards and Ethics. In fact certain of its sections apply so aptly to present general situations that it would seem its makers were clairvoyant. I quote the first article. "We hold that our profession stands for ideals, service, and leadership." There is a crying need for each of these now. And who is better equipped to provide them than the teacher? To provide them perhaps personally now, and to provide them in the future by instilling these precepts into those students intrusted to his care. A teacher cultivates the leadership of future years. We can expect only as we build.

Teachers can gain that public respect and confidence so necessary to any profession, but particularly to ours, only when teachers themselves evidence that same re-

By HAZEL McCOMBS
Principal High School
Adrain

spect and confidence toward both that profession and the public. We cannot expect others to have confidence and trust in it if we do not through our own behavior and attitude keep that profession above reproach.

That a teacher should seek promotion is desirable and expected. Professional advancement is one of the best stimulants to greater service and satisfaction. But in seeking that promotion let every teacher be sure that it is done legitimately, without exploitation, without violation of contract. Let each teacher be sure that a position is officially and conclusively open before taking steps to secure it.

That every teacher should seek at least full standard training is vital. Only when standards for teaching can be met completely by all members of a teaching group can that group stand in a position to secure the best advantages and progress for its members. "A chain is no stronger than its weakest link." Let there be no weak links.

Loyalty and respect for one's profession and for one's colleagues should be a personal charge of every teacher. Such loyalty and respect would encourage a careful guard against destructive, unjust, and unfair criticism of fellow teachers or school administration. But it should be considered, also, a charge that constructive criticism which concerns best interests of teachers and schools should be made to the proper administrator.

This splendid code of the Missouri State Teachers Association is fashioned to promote and guide ethical conduct for Missouri teachers. To it the teacher can turn in times of doubt and uncertainty, even such as these. It can be both sword and shield. It is to help teachers serve, and to be of service to teachers. But it can protect and serve us only when we closely follow its counsel. Through observing it strictly we can both serve and achieve.

Our Code of Ethics—be ours to hold it high.

John Amos Comenius--Apostle Of Modern Education

IN OUR DELIBERATIONS concerning the problems of "The Teaching Profession in National Defense," we would do well to remember that this year marks the 350th anniversary of the birth of John Amos Comenius.

In numerous ways, Comenius well deserves the title—"Apostle of Modern Education." He was the first prominent champion of the education of the lower classes in educational history. Children, to him, became human by virtue of proper training in society, an astounding point of view for the 17th century. In his *The Great Didactic*, among the greatest writings on education, Comenius dealt with the art of teaching everybody everything. In his *Orbis Pictus*, he led the way toward making learning for children a happy experience. In his *The School of Infancy* Comenius gave evidence of an amazing insight into the needs and interests of young children.

It is not merely in his understanding of the art of teaching children that Comenius deserves our attention. He also had a great social faith. That faith was the faith of democracy. To perpetuate that faith, Comenius sought the promotion of a school of universal wisdom. An encyclopedia of learning was to be published to which all the great scientists of the 17th century could make significant contributions. Scientific learning was to be promoted in a universal college with adequate research laboratories and the necessary working conditions. Teaching and research were to be made interdependent, and new and better methods of teaching created. Underlying these efforts was a sublime confidence in the improvability of the human race.

John Amos Comenius was a Slav by birth. He was born at Nivnitz, a village of Moravia, in 1592. Because of the early death of his father and mother, Comenius did not enter a Latin school until the age of 16. After a brief period of training for the Moravian ministry at the College of Herborn, in Nassau and at Amsterdam, the most enlightened center of culture in Europe during the 17th century, Comenius returned to Moravia. Here he found his peo-

By WILLIAM E. DRAKE
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History and Philosophy of Education
University of Missouri

ple suffering persecution and dispersion by the same barbaric horde that has overrun Czecho-Slovakia today. Soon, he, too, was driven from his home. After much wandering over Europe, during which time he kept in constant contact with most of the great scholars of his day, Comenius finally made his home in Amsterdam. Here, from 1654 to the day of his death in 1670, in spite of his suspension from the ministry, he wrote and sought to give succor to his persecuted fellow religionists.

The life and work of this great teacher, a scholar, and humanitarian, a life which never wavered through many years of persecution, should give faith and courage to the teachers of America as they seek to make a contribution to their Nation's welfare during a time of world crisis. As Laurie, a Scotch educator states: "When we consider that Comenius first formally and fully developed educational method, that he introduced important reforms into the teaching of languages, that he introduced into the schools the study of Nature, that he advocated with intelligence, and not on purely sentimental grounds, a milder discipline, we are justified in assigning to him a high, if not the highest, place among modern education writers."

REASONABLE TENURE PROVISIONS

(Continued from Page 156)

Tenure secures teaching conditions which promote professional advancement.

Tenure encourages a teacher to become an active participant in community and civic affairs. With security in his position he has a feeling of belonging to the town or the community. The transient teacher assumes little responsibility for the outcome of issues which confront the district.

Tenure guarantees to pupils an impartial guide and counselor.

The National Vocational Guidance Conference—San Francisco

THE NATIONAL VOCATIONAL GUIDANCE ASSOCIATION held a series of significant meetings in San Francisco, February 18-20. In attendance were teachers, counselors, administrators, college professors and representatives of the armed forces of the United States as well as business men and industrialists. All were seeking to assess the implications of our war effort and the forthcoming peace effort for vocational education and guidance, more particularly vocational guidance. It was generally agreed that the greatest concern of the school in the next several decades must be that of assisting each student enrolled in matching talents, interests, and abilities with the requirements of jobs that are individually appropriate and socially and economically necessary and desirable, and that suitable training opportunities must be provided.

Relative to the need of augmented attention to the matter of correct distribution of young people to occupational opportunities, industrialists and business men concluded that the greatest disservice they can render an employee is to fail to determine as fully as possible and as soon as possible the kinds of work for which he is suited. Not only an individual's success but his happiness as well depends upon the opportunities he has for giving the fullest possible expression to his strongest aptitudes. In a nation such as ours, there is a legitimate outlet and a genuine need for every type of aptitude discoverable. What is true of employees in business and in industry is equally true of students in our secondary schools and colleges. In similar vein, Dr. Walter V. Bingham, Chief Psychologist, Personnel Procedures Division, Office of the Adjutant General of the United States, said, "When men are misplaced in the army, they are casualties the same as the wounded and the captured. If they are placed right, they are more likely to display initiative and leadership."

Many lessons for vocational education and vocational guidance can be learned

By DR. FREDERICK C. SEAMSTER
State Department of Education

from the experience we are having in providing a well equipped and adequately trained army. By general agreement of the military men present it was held that the job of teaching the Army how to do its work is a far greater task than that of enrolling, transporting, housing and feeding it. It is a vocational training project on a scale never before attempted in the United States and promises to alter all our theories and methods of vocational education. This task has been rendered difficult largely because the schools and industry as well have not, with but a few brilliant exceptions, given appropriate treatment to students and apprentice workmen in relation to their choice of an occupation suited to their nature and needs as well as to current and foreseeable industrial and professional demands.

Present experiences in military training will emphasize using practical rather than theoretical methods of instruction. Soldiers learn about trucks and tanks and jeeps by driving them; they learn battle tactics through actual field maneuvers; they learn about guns by shooting them. School methods will need to be further changed and adapted to provide vocational learning situations in which students will learn to do by doing.

Granting the truth of the preceding statements of points of view and applying the notions to education, especially on the secondary and higher levels, it appears that a complete study of the attitudes, abilities, interests, needs, and desires of each student enrolled in Missouri secondary schools and colleges should be made. The individual should become the center of interest and attention and group procedures in instruction should in all schools be supplemented by appropriate study and instruction of the individual suited to his needs and as an aid to his proper vocational adjustment.

This is the task of vocational guidance and vocational education.

It is apparent, however, that vocational guidance efforts are somewhat futile unless appropriate training opportunities are provided. Commissioner John W. Studebaker of the United States Office of Education pointed to the fact that we have too many high schools in this country. He advocated consolidation and other means of providing larger school districts, the effecting of certain economies which might be incidental to this effort, and provision of training opportunities which have a maximum relationship to current and probable future needs.

It may be argued by some educators that vocational guidance and vocational education of the type described in the preceding paragraphs are for the furtherance of our war effort and consequently have little meaning for peace time education. Such, however, would be a shortsighted conclusion in view of certain facts presented by high government officials in close touch with developments in Washington. Military occupations are now or will soon be almost as numerous and varied as are civilian occupations. Training for war occupations will soon be the full equivalent in many respects of training for peace time occupations or it may be said that there is no clear line of demarcation between the two. Skills learned in either are interchangeable.

Certain individual educators or even groups of them appear to be waiting for the return of "normal times" before they are willing to start or further to perfect their work in either vocational guidance or vocational education. The question may be raised as to whether or not normal times as we have known them will ever return. Historians, economists, psychologists, political experts, journalists, philosophers, industrialists, business leaders, and military experts who attended the San Francisco meetings all foresaw a new type

of world after the war characterized by keen competition between big and little businesses; changes in political outlooks; labor relations; social trends; conflict between private and public capital, and a host of other considerations. The new world is to be interpreted in terms of imagination; not in terms of our memory of the past.

The lessons for vocational education and vocational guidance that we are learning from the experiences of defense industries and from the efforts of the armed services of our nation are likely to point the way to much of what we shall need in the first several decades after the war. Let us hope that never again in peace or in war will we be caught without adequate manpower and leadership, and without the imagination necessary in an age of dynamic change. The future will usher in new demands for and new methods in vocational education and consequently in the need for vocational guidance.

Other aspects of guidance were given generous consideration in San Francisco but space does not permit a description of these. We must not conclude that vocational guidance alone will solve our problems of distributing youth to opportunities individually suitable and socially necessary and desirable. Far from it. We shall need to continue our so-called educational guidance as well as our assistance to students in developing interests, acceptable personalities and such qualities of leadership as they are capable of developing and as will be required in the society of the future. Nor must we conclude fallaciously that vocational education as we commonly think of it is the answer to our present and probable future needs. The so-called academic types of education must be perfected. In reality, there can be no valid distinction between these two types of education. They are not mutually exclusive but are part and parcel of the educative process.

SPECIAL SUMMER CLASSES

Six-week term June 22 to July 31. Two-week terms June 29 to July 10, July 13 to July 24, Aug. 3 to Aug. 14. Courses offered for teachers of elementary grades, kindergarten, nursery school, superintendents, supervisors and principals. Refresher courses for those returning to teaching and refresher survey courses for teachers in service. Practical demonstration school available for observation.

National College of Education

Edna Dean Baker, Pres. Box 239-D Evanston, Ill.

ATTENTION EDUCATORS

Young men need help in selecting a vocation. Need never greater. Present emergency has demonstrated the need for practical education for young men. Ranken has helped thousands of young men get the right start on a job. Bulletins covering 12 trades are available. They will help you with your counseling program. Ranken IS NOT OPERATED FOR PROFIT. Write today for free set of Bulletins No. 10.

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4431 Finney Avenue

St. Louis, Mo.



SECRETARY'S PAGE



READING CIRCLE

The Reading Circle Board met on April 6 to make plans for the coming school year.

Your Association will this year distribute approximately \$96,000 worth of elementary books to thousands of school districts.



N. E. A. CONVENTION

The National Education Association will meet in Denver, June 28 to July 2. The headquarters of the Missouri State Teachers Association will be at the Brown Palace Hotel.



ANNUAL MEETING

President E. A. Elliott, realizing that the staging of a successful meeting requires the advice and assistance of all, requests you to write any suggestions as to speakers for general and divisional programs, topics for discussion groups on Friday morning and chairmen to assume responsibility for them, or ways and means of making our next Annual Meeting the most successful ever.



JOINT MEETING OF COMMITTEES

A joint meeting of the Executive Committee, the Legislative Committee, the Chairman of the Committee on Sources of School Revenue, the Chairman of the Committee on Teachers Salaries and Term of Office, the Chairman of the Policy and Plans Committee, and the Chairman of the Committee for Defense Through Education was held in Columbia on March 25.

The purpose of the joint meeting was to coordinate and unify the efforts of the various committees.



PROPOSED CONSTITUTIONAL AMENDMENT

Petitions are now being circulated by the Missouri Pension Society to place on the ballot at the general election in November the following proposed constitutional amendment:

"The Constitution of the State of Missouri is hereby amended by adopting a new

section to be added to Article IV thereof to follow Section 46, which new section shall be known as Section 46a, and which shall read as follows:

"Section 46a.—There shall annually stand appropriated out of any money in the general revenue of the State of Missouri, the sum of \$29,000,000.00 dollars to pay a monthly grant to persons over sixty-five years of age who have continuously for a period of five years, prior to making application for said grants, been domiciled residents of the State of Missouri, and who are incapacitated from earning a livelihood and are without means of support, and to pay monthly grants for the aid of the dependent children of the State of Missouri. The General Assembly shall appropriate out of the general fund sufficient money to defray the administration costs. The General Assembly shall enact appropriate legislation for the carrying out of the provisions of this amendment."

The general revenue fund for 1941 amounted to \$51,068,632.04. The sales tax for 1941 produced \$29,514,619.29.

Someone must champion the cause of children, who cannot vote, and who must defend and extend democracy in the difficult years to come.



AMENDMENT NUMBER ONE

Amendment Number One on the ballot next November authorizes city, town and consolidated school districts in counties having more than 200,000 and less than 450,000 inhabitants, with the consent of two-thirds of the voters thereof voting on such a proposal, to levy a special tax for school purposes, not exceeding one dollar on the \$100 of assessed valuation, in addition to the taxes now authorized to be levied. At present it would apply to St. Louis County.

Your Association through its Assembly of Delegates has gone on record favoring the proposed Constitutional Amendment and the Department of Superintendence in meeting on March 27 did likewise.

The American Country Dance in the Missouri Schools

ONE OF THE MOST INTERESTING units in the "New Missouri Course of Study for Secondary Schools in Health and Physical Education" is that on the American Country dance. The problems now confronting most instructors in the small schools are not those of securing satisfactory music and written calls for the American square dance but those of securing instructor-callers and proper musicians.

Take the first of these problems, that of securing callers. Sometimes, if patience is used in making inquiries among the various students, the teacher may find efficient student callers or other persons who will assist. This is especially true in a small town or rural community.

A certain amount of tact must be used in approaching callers. Many of them are not in practice and need encouragement. Many of them who think that they cannot call, after the first attempt or two in timing their call to music, find that it is a rather interesting and enticing hobby. Many students, upon becoming interested in the square dance, may wish to learn to call. Timing a call may be learned by noting the call verbatim and practicing it with a victrola record. Student callers should be careful to call in key with the record, also to adapt the octave of the voice key to its best carrying range. Experienced callers may be found in some of the most unexpected parts of the community.

Prospective teachers of the square dance should be encouraged to attend the summer festivals in their community, particularly those connected with the Fourth of July community picnics or church suppers, specifically those in Catholic communities where platform dancing is used; to attend lodge clubs in their district where dancing of the old type is used; and to take students if observation of the dancing is permitted. The rural community public dance hall should be visited only after careful investigation.

The second problem, accompaniment for the country dance, may now be considered. The instruments most used at the present

By VIOLET STOCKHAM
State Teachers College
Cape Girardeau

time are the fiddle, the guitar, and the jew's-harp. If guitar and fiddle players can be found among students or community members, all well and good. Most schools, however, have to depend upon young student pianists who have little experience in sight reading and in particular the sight reading of the jig and reel type of music which is usually used as an accompaniment for the American country dance.

The Southeast Missouri State Teachers College in Cape Girardeau, Missouri, has used with much success the victrola and various records as a means for accompanying the country dance. The method of teaching with the victrola is slightly different from that with the piano. The whole method of teaching must be more or less used as opposed to the part method. The increased tempo of recorded music must be considered. There is, at present time, a wide variety of records for country dances, particularly by Decca, R. C. A. Victor, Columbia, Bluebird, Henry Ford, Sears-Roebuck, and Montgomery Ward. Many of these may be secured at very reasonable prices. Square dance records which have music without the recorded call are most adaptable to class use. One advantage of recorded music is that both teacher and student can rely upon the recording while such dependence cannot always be placed upon an inexperienced pianist.

Southeast Missouri State Teachers College is prepared to help various groups within its territory to use this new course of study to its best advantage. This college for the last four years has been dancing the old American and English country dances as a part of its regular elective class work in physical education during both the spring and summer terms.

This college has made contacts with adult square dance groups within a radius

of fifty miles of Cape Girardeau. Some particularly interesting contacts have been made in Bollinger County in the communities of Zalma, Leopold, Marble Hill, and Lutesville. In these communities various calls which are typically Missourian have been collected. It is interesting to know the range of difference in calls in these communities that are not greatly distanced from each other in miles. The Zalma community dances the straight square; Lutesville, Marble Hill, and Cape Girardeau communities use the progressive circle form. This form is apparently a direct offshoot from the older form danced in Kentucky and Tennessee. Black and white

to go on request to various communities. (If interested send name for prospectus of this demonstration teamwork).

All requests with regard to the above should be addressed to Violet Stockham, Department of Physical Education, Southeast Missouri State Teachers College, Cape Girardeau, Missouri.

After the problems of this American country dance unit have been met and the work has been started, some definite effort should be made upon the part of the teacher to follow up with adult contacts in the community. After all, the students in the secondary school are not with the school long: what is given to them there should



and also color motion pictures have been taken of dancing in the Zalma community and in Cape Girardeau. Some Ozark music has been collected.

The Physical Education Department of Southeast Missouri State Teachers College will upon request send out to schools in its territory the following information and aids to their teaching:

1. Lists of students who have taken the class in country dancing and who may be enlisted to help in their communities.
2. Lists of ten Missouri calls and five Ohio calls (small charge for cost of paper and typing).
3. Lists of callers and fiddlers within the collecting area of this school.
4. Demonstration dance team prepared

be of use to them later. In other words, it is fun to become a "collector of sorts" in your own community.

Folk dancing in all forms is an adult recreation and not simply a pleasant sort of exhibition given by school children to please parents who wish to see their offspring in public performance. Many adult groups at the present time see in the American country dances things of value. After all, the country dance has a wide historical background dating back four hundred years in American and English history. That is something to its credit. New York, Chicago, and most large cities at the present time have their adult country dance clubs. The Colony Club of Detroit and Dearborn is outstanding. The Blue Bonnet Club of El Paso, Texas is national-

ly famous through the radio. St. Louis has some interested groups connected with Christ Church Cathedral, and the Physical Education Clubs of University City, St. Louis and St. Louis County.

In the town of Marble Hill, Bollinger County there has been recently organized an excellent adult club composed of some of the representative leaders of that community and their husbands and wives. It

would be a delightful thing if there could be many more such groups in Missouri. The secondary school is an excellent place in which to start these groups. A physical education teacher, a F. B. I. agent, a vocational guidance person, an agricultural demonstration agent, any teacher or leader may be able to start an American country dance group in any community within or without the school.



Let's Consider Our Physical Education Program

PRELIMINARY SELECTIVE SERVICE reports, revealing half of the persons examined rejected for physical, educational, and mental defects, have raised considerable furor in educational circles. It would be unfair to place the full blame for this condition on the public school; yet, teachers must assume their proper measure of responsibility for this matter of concern. While failing to make the full contribution of which they have been capable in the academic fields, schools have probably fallen shortest in the field of physical education.

Educators have for a number of years claimed a prominent position for the program in health and physical education, evidenced by its prominence among the cardinal objectives. Yet, a look into a number of our schools of Missouri will reveal that health and physical education is only a title filling in one of the squares of the schedule—sandwiched in two or three times a week because the study hall is too full, or to satisfy the graduation requirement which says a graduate must have one unit of physical education.

Visit a class in physical education and see the teacher throw out a basketball for a class of 40 youngsters. The period that follows has little resemblance to educational activity, or even reasonably supervised recreation activity. Few, if any, of the students will dress in athletic clothes, and a fewer number will take a shower at the end of the period. The lack of shower may result from lack of shower facilities, lack of time, or social pressure of the local-

By LYNN M. TWITTY
Superintendent, Lilbourn

ity against such things as showers. The teacher deserves no more blame for this unwholesome condition than does the administrator. Too frequently, the teacher is untrained, or has only the minimum requirements, and was employed to teach another subject. As is true in other factors relating to the school program, the selection of teachers for the academic subjects takes precedence over selection of physical education teachers.

The statements made are not pointed criticisms of the many schools of Missouri which have excellent programs of physical education. It is not in fact a criticism of any one school of Missouri. The purpose of these statements is to point out ways in which the physical education program can occupy the position which it justly deserves in the smaller schools of the state.

There is no value in bemoaning past failures or present weaknesses. If we are sincere in our desire to develop the "whole child" and to place the welfare of the individual as our primary consideration, we must approach the problem realistically. We must ask ourselves how we can achieve the desired goals with the facilities at our control.

We must give the physical education program adequate time. The recommendation of the Secondary Series Bulletin that five periods per week for physical and health

education be allowed is not unreasonable. We give the teacher of the academic subjects more periods to accomplish his objectives. If equal results are expected in physical education, the same time allotments must be made.

We must secure trained teachers—men to teach boys; women to teach girls. Just as we do not expect the teacher of English to teach a course in geometry, we must not expect him to handle our physical education courses. Our teacher training institutions are turning out properly trained health and physical education teachers. Yet, we are told that the majority of the health and physical education majors secure jobs where they are required to give emphasis on subjects of their other major field, and are asked to teach health and physical education only incidentally.

The training should begin with elementary teachers. By all means, the health and physical education program should be continuous from the child's entrance into school until he leaves the sphere of its influence.

In the elementary school a 20-minute period of supervised physical education should be the daily minimum, in addition to the usual free play period. The activities should be carefully planned for the age and ability level of the child as would the spelling program be planned. Included in the elementary program should be rhythmic activities, mimetics, story plays, hunting games, stunts, self-testing activities, and athletic games of low-organization. These activities can be taught by the classroom teacher if properly planned. Health education should be stressed in the elementary grades in order to establish and fix proper health habits and consideration for health. While the elementary teacher can do a passable job in the teaching of health and physical education without specialized training in the field, results would be better if every elementary teacher were required to submit at least one basic course in the teaching of physical education as a requirement for the teaching certificate.

We must provide ample equipment for the teaching of physical education. If schools allowed the physical education program the same budget as they allow the

academic subjects, we would have more equipment. Many pieces of athletic equipment, however, can be cheaply constructed by the teacher or by students. The school with an industrial arts or vocational agriculture department is indeed fortunate in this respect. Equipment which can be made at minimum cost includes tables for table tennis, striking bag platforms, box hockey boxes, net standards for volley ball, badminton, aerial darts, or deck tennis, and for high jumping or vaulting. Table tennis, aerial dart, or paddle tennis paddles are easily made of plywood. Rubber crutch tips purchased for a few cents make passable and inexpensive aerial tennis "birdies" if chicken feathers are wedged in them with large corks. Heavy training bags for boxing can be made of canvas and stuffed with shavings or cotton waste. Even tumbling, or wrestling mats can be made in the school by using the same process by which thousands of mattresses were made by the FSA and County Home Demonstration Agents in the southern part of the state in the past few years. There is no limit to the possibilities for the teacher of physical education who is really interested in the job and who is willing to exercise a little imagination and ingenuity.

We must utilize our playground areas. The plot of ground behind the coal house may not be large enough for a football field, but it will hold several horseshoe courts or a clock golf course. Very few areas are so small or peculiarly shaped that they cannot be used for some recreational activity. Let the mathematics class or mechanical drawing class make a scale map of the campus and plan the use of each area. Some spots may need leveling or surfacing, but it is not hard to enlist the aid of the pupils, most of whom will enthusiastically enter a project of this type. Observation shows that students are more appreciative and will take better care of anything in which they have had a part in constructing. Pupil participation, incidentally, fits into the picture of integrated teaching.

We must utilize available building space, too. Odd corners of the gymnasium may be used for activities planned for the individualistic student—table tennis, darts, bag punching, and activities of a like na-

ture. Utilize, too, classrooms and hallways that are not already in use. (This statement is made with the realization that the Missouri high school with unused classrooms is scarce.) It is possible to conduct volley ball, goal shooting, aerial darts, shuffleboard, boxing, bag punching, and tumbling simultaneously in an average sized gym.

We must tackle the problem of health service. It is always a problem to the small school which cannot afford the full time services of a physician or nurse. An alert staff can, however, reach most of the health objectives, and furnish a better program than has been furnished in the past.

It is generally agreed that a medical examination should be provided for each school level, viz., primary, elementary, junior-, and senior-high levels. An annual examination would be better, but the necessity of the presence of parents renders the annual examination hardly possible. Reason for the presence of parents is that better remedial treatment will ensue. A medical and dental examination requires approximately 20 minutes per pupil. The cost of examining the average school group would probably be prohibitive if physicians were to charge their usual fees. Most community physicians, however, are willing to cooperate if properly approached by school officials. In towns having more than one

physician it may be found that a program cooperatively planned will result in a minimum charge to the school district—a charge that the board of education will find justifiable. Schools will find the State Department of Public Health willing to formulate a workable medical, dental, and immunization program. The Department is willing to furnish the necessary toxins and vaccines for smallpox, diphtheria, scarlet fever, and, where necessary, typhoid immunization. Here again, the services of the local physician are deemed best in carrying out the program.

We must stress health education in its relation to the individual. The value of teaching physiological and anatomical facts to children, without pointing out how diseases or functional disorders affect their daily lives is doubtful. The resourceful, imaginative teacher will use the school obligations to provide a healthful environment including lighting, seating, heating, ventilation, and safety as a medium of instruction to inculcate desirable health habits.

An educational program which will eventuate in "complete living" for the individual must transcend lip service to "Health and Safety" as the first cardinal principle. It demands physical education minded teachers conscientiously teaching physical education.



Citizenship Recognition Day

MISSOURI OBSERVES THE SECOND ANNUAL Citizenship Recognition Day on May 17. It is a day which has special significance in this year of war effort. Thousands of Missourians are not only taking a step into American Citizenship this year but many of those thousands are today or tomorrow fighting for the honor of that citizenship.

A number of Missouri counties last year held appropriate ceremonies in the observance of this day. This year, State Superintendent of Schools, Lloyd W. King, calls for a more united and wider effort among all counties of the state.

The general plan of procedure in planning for such a day should originate with

the county superintendent of schools by calling a committee together representing the various civic, religious, patriotic and educational groups of the county. This committee may organize for purposes of direction, planning, arrangements and publicity. Plans should include the utilization of the musical, dramatic and speech leadership of the county. Every effort should be made to secure the largest audience ever to witness a public event in the county. The plans should also include the locating of the ceremony in an outside amphitheater or stadium, if the weather is propitious. If not, the largest available auditorium should be secured. Care should

be taken to schedule the ceremony at a time when there will be the least possible conflict with other activities.

The program itself should be impressive. All parts of the program should converge toward the common point of emphasizing the great privilege of being an American. The young men of our nation know the responsibilities of Americanism as they live in a world at war. They should also have exemplified the great privileges for which we fight.

Programs in the different counties will vary to some extent, dependent upon local conditions. However, in planning the pro-

gram, the committee should observe the spirit of the occasion. Unduly long speeches should be omitted. Music or drama should be such as to inspire not only the citizenship inductees but also the audience. The national colors should be prominently displayed. The serious problem of winning a war should be the keynote. The entire program must be inspirational in nature.

By careful planning and close cooperation of all of the organizations in the county, Citizenship Recognition Day of 1942 will be the outstanding civic ceremony of the county.



The Case for Group Assignments

TO THOSE WHO ARGUE against group assignments as being unfair inasmuch as they fail to distinguish between what one student does and what another student has done for him, it can be said that our present system of individual assignments falls far short of determining who does what. We all know that many students receive help from other students, that tutors are hired, that parents help, etc.

On the other hand, the group assignment has virtues which the individual assignment has not. It forces cooperation among students, fosters leadership, lessens antagonism between students and teachers, brings the unfriendly pressure of the group to bear upon the shirking student and the unruly one who interferes with his fellow students and shows him wherein he falls short. He does not have to depend upon the teachers' marks for his knowledge. Nor can he lump his poorer showing off as the result of teacher's favoritism. It brings the glow of rewarded virtue to the good student or the hardworking student who now becomes an object of admiration and a subject of rivalry between groups who desire his membership; whereas before he was the unpopular grind upon whom all the class troubles were blamed, the teacher's pet, the sissy, the kill-joy.

Membership in the group can also be

By RICHARD PILANT
Lindenwood College
St. Charles

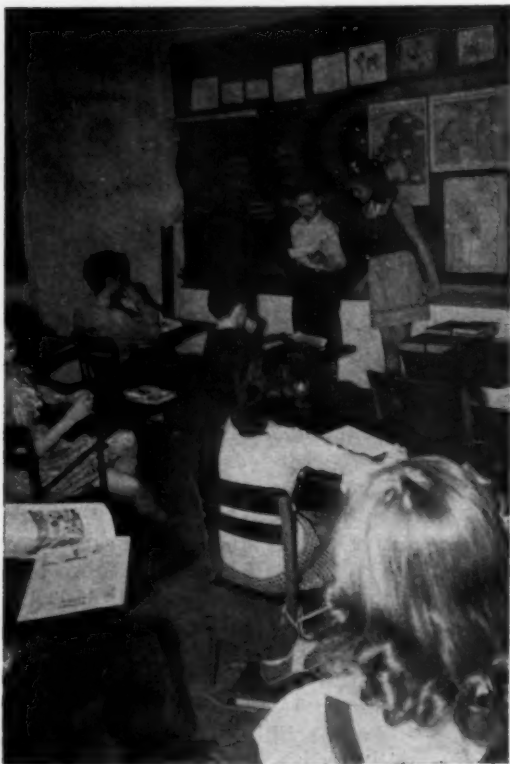
a source of encouragement to the poorer student or the less industrious by example. Again, the weak sister can get some of the incentive that comes from victory in being a member of a starring group. This incentive may lead to greater and more fruitful efforts later on the part of the ailing. It cannot fail to fit into the democratic ideal of co-operative self-government. It allows the better students to help the teacher with the weaker students without resenting the responsibility. It helps destroy the enervating effect of individual question and answer recitation to which few if any (teacher included) pay much attention. It fits into the activity and experience ideal of education and is likely to utilize a greater range of useful abilities than the standard assignment. Insofar as it leads to greater student interest, it reduces the policing job of the teacher. It helps to lessen the distance between scholastic achievement and everyday living insofar as it emphasizes the social character of learning rather than individual domination.

Elementary Pupils Participate

ONCE A SCHOOL HAS SUBSCRIBED to the facts that the whole child goes to school, that the school must foster the maximum growth of that child, and that the school is living, it launches on a program of enrichment.

Such an interpretation demands that children's experiences become real participation in school life. Actual pupil participation in school administration has grown widely in high schools and colleges and is seeing some attempts in elementary schools where it is viewed as an integral part of child growth.

An excellent opportunity for an attempt to have pupil participation in school government was offered when Central School at Boonville began its efforts. A fire had totally destroyed the elementary plant in December, 1937. As a result, classes were held in numerous buildings throughout



Representatives of the sixth grade report to their room.

By GLENN BARNETT
MARGUERITE HUTCHINSON
Boonville

the city and the school personnel lost its sense of unity.

With the move into the new building, attention of pupils, teachers, and patrons was directed to the type of educational program the "new" school was to offer. A new administration at the school served to bring this question into prominence.

An attempt to give children definite opportunities as citizens of the school brought into being the first group organized to lead the pupil participation program. It had as its main functions building wholesome school morale, educating the children for their job of participation, and handling a few of the functions of intelligent school management through a help program. This help program was not meant to be a dull plan to handle administrative details, but rather to make the school the best possible place to live. A great deal of effort has always been expended to place emphasis on the good done and subsequent aid to those who need it to be better citizens.

The limitations of previous experiences influenced the progress in selling the schemes to children, teachers, and patrons. Especially was this true of reactionaries who were slow to point gains and quick to note losses.

When the program was instituted, a teacher with special aptitude was selected to guide its operation. At a preliminary conference, this adviser and the principal decided to ask each teacher to select his or her most capable boy and girl to be members of the group. This held true in Grades I through VI. After the group held its first meeting, each room discussed the new plan for student participation. A wider conception of the child as a citizen of the school grew as the influence of the council was extended. Children who were slow in catching the significance of the

scheme were sometimes asked to come to the group meeting for further explanation of the program and help from it. It is significant that during these early stages, most of the leadership came necessarily from the adviser and that great care had to be given to the growth of the representative function among the children.

Spring predictions of enrollment made it wise to change the adviser of the group. Care was taken to evaluate the contribution of the first adviser and to choose a new one whose contribution could best help the council at its stage of development. The new adviser then subjected all phases of the council program to rigid analysis in a workshop at a university summer session.

Objectives of the program for this year were set up as helping the children to see problems with more intelligent perspective, increasing the duties of the council members as representatives, and leading the children to assume more of the council responsibility.

Realization of the first objective involves sensitizing children to school problems which then challenge the cooperative thinking of the group. Efforts to use evaluative criteria upon which children can decide whether to submit a specific problem to the individual, the teacher, the principal, or the council, encourages the children to subject the school relationships to rigid investigation to determine their contribution to better living. Under this plan, more and more problems become apparent and are handled where they can be best solved.

Entire school participation through representatives had, to this year, been accredited but not realized. A critical discussion of the qualifications of members precedes the election by children in each room. Replacement may be made at any time by the room or be asked for by the council in the light of these qualifications. All are automatically subjected to reelection each semester. Definition of duties as representatives led to proper use of the channels to the council. Problems are now proposed and discussed by rooms which may send them to council with their representatives. Those adjudged significant for council handling are defined, discussed and solutions proposed. Council



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GREYHOUND

reactions are then brought back to rooms on the morning following the weekly council meeting. This period finds the representatives in charge reporting and leading discussion from a skeleton outline of the preceding meeting made by the council secretary.

Growing acceptance of responsibility of council operation is evidenced by a functional plan of organization. A chairman, secretary, and sergeant at arms and liaison officer constitute the executive list. The simple duties of these officers are to preside at meetings, to record the proceedings, to accelerate procedural matters, and of the last to maintain easy contact between teaching staff and council. Though not an end in itself, parliamentary

procedure is used as it facilitates operation.

Committees having special responsibilities for areas such as corridors, play, and community, expedite the handling of problems within those areas. Representatives particularly qualified are elected to committee membership at the organizational meeting of the council.

Children in the school now are beginning to feel that their part in the school is vital, that their best thinking is valued in school operations, and that the most happy school situation comes when everyone concerned gives his best, thoughtfully considers the best from others, and willingly directs himself in terms of the best interests of the group.

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Committee of the American Association of School Administrators which prepared *Health in Schools*; PANSY JEWETT ABBOTT, M.A., Superintendent and primary grade specialist, San Mateo County Schools, Calif.; HELEN B. PRYOR, M.D., Professor of Hygiene, Stanford University.

This outstanding authorship has contributed a textbook program that gives health education its rightful major position in the elementary and junior high school curriculum, including natural integration with other subjects and interests. The centers of emphasis are most modern and progressive—with proper balance and stress on physical, mental, emotional, social, and community health. The program keeps in mind service in all types of schools and in urban and rural communities. Especial attention has been devoted to gradation factors.

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Magazines—Do They Influence Public Opinion?

By CLARA E. GRAHAM
Charleston

PROVIDENCE HAS STROWN our pathway with so many things that we are prone to regard with thoughtless or indifferent attitude, things that are helpful and essential to our well being; and things that may contribute to our hurt.

A quaint old adage says, "We never miss the water till the well runs dry."

If a daily blessing be suddenly withheld we immediately realize our loss and by our own initiative estimate the value of the thing lost.

As surely as natural phenomena or commonplace occurrences disturb our equilibrium, just so sure are we face to face with the conviction that current literature in the published periodicals, is largely responsible for our thinking and our behavior; and as surely as food properties build blood, bone and muscle, just so surely does the mental and spiritual food we consume develop thought, opinion and action.

Upon considering the scope of our subject, magazines, and their influences upon public thought and action, we are impressed with the stern realization that here is a field of influence with which we have not reckoned to any great extent.

We have failed to realize or to estimate how vast the storehouse from which to draw our facts and conclusions, for we have been as unconscious of the influence upon society of the hundreds of magazines contributing regularly to the reading public as we have been of the countless stars overhead.

Let us consider two classes of magazines; the one class whose purpose is to inform and educate along lines of correct understanding of national, political, economic, social or religious matters; the other those periodicals which contain salacious literature, and project their appeal to the sensual, the low and the obscene.

Of the last named group first we recall a certain magazine that a few years ago presented to its readers through word and pictured illustration the inception and process of human life.

To many of us this is too sacred a matter

to be displayed to the public gaze. Through the influence of certain individuals the demonstration was suppressed before all of it was blazoned to the gaze of the irreverent and indiscriminate and we have been spared the offense and mortification of its recurrence.

Mr. J. Edgar Hoover says, "The publication and distribution of salacious material is a peculiarly vicious evil; the destruction of moral character caused by it cannot be overestimated. The circulation of periodicals containing such material plays an important part in the development of crime among the youth of our country."

A high official of the post office is quoted as saying: "The present flood of filthy publications is greatly responsible for the increase in sex crimes and furnishes an important motivation to youthful offenders."

The women of the Federated Clubs, in a recent issue of the "Missouri Club Woman," have a report showing their action in attempting to protect our boys in camp against the snares of lewd women, housed in trailers stationed near the camps. We hope and believe that their action will bear wholesome fruit.

The young men who are giving their lives to protect our country must be protected, themselves, from the moral evils that will as surely destroy a country as the bombs of the enemy are doing today.

Let's turn to a brighter picture as we find it in such magazines as "Harpers Weekly," and "Atlantic Monthly." Here are articles that give us food for thought along wholesome and helpful lines; articles that instruct and inform the reader concerning matters of national and international interests. The reader may find articles that differ in opinion from his own on the great questions of the day but nothing to offend. Many magazines specialize in

group interests or special interests. Of this group outstanding ones are "Hygiea" which gives reports on new scientific processes; preventive medicine; proper food and exercises, especially the correct feeding of infants. "Woman's Home Journal" and the "Club Woman" give helpful articles on subjects of interest to women. The "National Geographic" and "Travel" magazines give descriptions of places and peoples and their habits in far distant lands.

Others by descriptions and illustrations, show home and garden improvements which appeal to the home instincts. Others specialize in matters bearing on education.

The standard magazines, since the day when James Russell Lowell established the "Atlantic Monthly," have devoted their articles to upbuilding educational interests of the public. In the good magazines of today are to be found, not only wholesome entertaining stories, but illuminating articles on national and international conditions, and vast and marvelous scientific achievements.

We are glad for the free press of our country whereby the rank and file of our

citizens may be instructed in matters of importance for them to know, but for those books and periodicals flooding the public news stands, whose motive is to prostitute the thinking of their readers, by making appeals to the lower instincts we would wish a censorship established and rigidly enforced.

Gas bombs and fire brands dropped upon an innocent and defenseless people which kill or maim the body are acts of inhumanity that cannot be excused or overlooked; but those filth projectiles that pierce the souls of the youth of our country and leave there a poison that cannot be expunged or cleansed without deep seated scars or lasting disability, are worse, many times worse, than those instruments that kill the body.

I might even take, in mine, the hand of the murderer who would kill my child, but I could sooner hug a viper to my breast than touch the villain who would poison the soul of my son or daughter.

A filth monger is the most contemptible thing that walks the earth. Let's know what our children read.

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Committees for Defense Through Education Named

IT HAS BEEN most gratifying to note the response which has been made by the school people of the state to the formation of a State Committee working through the Missouri State Teachers Association with the National Commission for the Defense of Democracy Through Education.

Early in the year, the State Committee was appointed, having one representative in each Congressional District. Each state committeeman, in the various Congressional Districts, has appointed a committee for the district, with one representative in each county. Dean Theo. W. H. Irion, University of Missouri, is State Representative on the National Commission and chairman of the Committee.

A list of the county representatives making up the committees of the Congressional Districts are given below.

Already the committee is promoting several important educational projects, and as projects develop out of the various committees of the Missouri State Teachers Association which need to be implemented

throughout the state, the committee stands ready to do its part.

FIRST CONGRESSIONAL DISTRICT COMMITTEE

Chairman: S. M. Rissler, Trenton

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Grundy—Hugh K. Graham, Trenton
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Livingston—Olin Teasley, Chillicothe
Macon—J. Delbert Dull, LaPlata
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Mercer—C. H. Shaffner, Princeton
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Red Cross Work in the St. Joseph Schools

FROM THE KINDERGARTEN through the junior college, Saint Joseph's public school system is carrying on an excellent program of Red Cross work under the leadership of Superintendent Tracy E. Dale, who is also chairman of the local O. C. D.

This Junior Red Cross program operates under a general committee in close co-operation with the Buchanan County Red Cross Chapter and has a dual aim: the first, to unite the entire school system in forwarding in every possible way the national program; and second, to relate the work to the local and county needs.

In the junior college alone the work is carried on without faculty supervision. There it is done by the Junior League of Women Voters and plans call for the training of staff assistants. Junior Red Cross Councils with faculty sponsors direct the work in each of the junior and senior high schools.

Through the efforts of Miss Ellen Morrison, art supervisor, the art teachers of

By BERTHA M. RIGHTMIRE
Central High School
St. Joseph

the system selected from Red Cross lists, those things which their individual groups could best supply. The hundreds of articles were handed in before the Christmas holidays. These included Hallowe'en, Thanksgiving, and Christmas favors; menu covers for naval vessels and army camps; ash trays; flower containers; jig-saw puzzles; Braille book covers and covers for the "Junior Red Cross News" which is to circulate in all the Buchanan County schools. Miss Morrison points out:

"The psychological effect of having children work in groups sympathetically for others less fortunate is as valuable as having the individual items made. Moreover it builds up a social consciousness for a child who belongs to the Junior Red Cross,



Ninety and nine purposeful purlers.

having set up that pattern, will likely belong to it as an adult."

First aid courses are given in every school in the city by the county director of first aid instruction and nine qualified teachers. Nearly six hundred pupils completed the course during the first semester and the enrollment of both teachers and pupils is much larger now.

While the County Chapter was able to furnish yarn, pupils (including boys in the elementary grades) in every school were busy knitting afghan squares, socks, wristlets and anklets, and sweaters. When that supply was cut off, pupils raised money to buy more or donated the yarn themselves for the knitting must go on!

When a local shortage of knitting needles developed, the boys of the Bliss Junior High School and their instructor after experimentation succeeded in making quite satisfactory needles out of No. 9 clothes wire and rivet burrs combined.

Other handicraft projects include game boards of various kinds; lap writing boards; cross word puzzle books; scrap-books; and portfolios to be sent abroad.

Through the Red Cross work, children have learned to sacrifice their own pleas-

ures to help others. Noteworthy is the record of the sixth grade of the Bartlett School (Negro) which decided to give the cost of a pre-Christmas party to the Red Cross. As their Arithmetic lesson, they took the question: How Much Shall We Give the Red Cross? Ice-cream, cake, nuts, and paper napkins for the group totaled \$2.98. Sales tax added six cents more. Therefore the class raised and sent to Superintendent Dale \$3.04, to be turned over to the Red Cross.

Books were collected for the Victory Drive; tons of waste paper; pounds and pounds of: tin, lead, and zinc foil; of buttons; and stamps are being collected by pupils who are now aware that such articles should be conserved and can aid in helping the Red Cross meet the demands of the present crisis.

Another evidence of the willingness of the youth of St. Joseph to serve is shown by the volunteering of 98 Central High School girls to work on a cold wintry day in a tag day to complete the community War Fund quota.

The realization that the work of these Junior Red Cross members is duplicated

Like School, Sonny?

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W. L. Beauchamp, Directing Editor

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so much to do . . .
and books to read
. . . and things to
learn about . . . Oh,
yes, I like school.*



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throughout the nation is a source of inspiration to the adult citizen for he knows that in the long struggle which lies ahead,

they and those who follow will do their part in making victory certain for the forces of right.

Culture Should Remain Unchanged by Present War

THE THEME of a recent broadcast of the University of Chicago Round Table dealt with the need for tolerance in the approach to every phase of the present international crisis. This applies not only to the individual but also to the institutions of America. In this latter category the educational agencies become the logical leaders of an enlightened tolerance. It is here that students and teachers of foreign languages, especially German, must concern themselves with the permanent values of foreign cultures which are not minimized by the present trend of events. These civilizations with their rich heritages of literature, art, music, and social and political institutions have taken their origin over a thousand years ago and have created during their centuries of growth much that is good which we have taken for our own. It is impossible to sweep these aside without careful consideration.

The study of foreign languages also calls for discernment and procedure which places emphasis upon the undeniable contributions of German and French, to English as a language. The value of the study of either of these languages to the mastery of English is justification enough for its existence in the course of study. The presence of these languages certainly adds to the academic prestige of a school system.

In 1917-18 and the immediate post war years the teaching of German was considered nothing short of treason. The impulse of hatred caused the sacrifice of academic standards which authorities soon recognized as regrettable. There is no reason for repeating this unfortunate experience.

It is not for us to express dogmatic opinions of the political happenings of the day in the foreign language class. They have

By GILBERT H. REYNOLDS
Simonsen Jr. High School
Jefferson City

no connection with the study of language and time alone, can give a perspective that will justify authorities in making conclusions worthy to be taught as permanent truths.

MAKING EDUCATION DEMOCRATIC

On public education falls the task of preparing the youth of our country for life now and in the future. How well, or how poorly we have done this in the past is past. On education rests the responsibility for an increasingly greater progress toward the democratic way of living. Is it too late to forget the past and work for the future, or have we sold democracy "down the river?"

It is NOT too late. Certain changes in education are necessary, however.

First, let us throw aside our timidity and our subservience to the status quo.

Second, let us cast off our assumed superiority (an escape mechanism to off-set our status quo captivity) and meet our people on the level.

Third, let us find out what the people are thinking; what they want to do; what they can do.

Fourth, let us reorganize our school programs in the light of these findings so that these programs will be of real aid to life adjustment.

Fifth, let us have school people, trained to work in a socialized environment and really believing in an effective Democracy.

W. D. Blake
Columbia.

Don't Forget Our Children

WAR CAME . . . a rubber shortage developed, school buses were limited to the carrying of school children to and from school, and the sale of new tires for non-essential cars was prohibited.

An immediate reaction to this was the curtailing of inter-school activities. Letter after letter was sent canceling second team basketball games. Junior high athletics were abandoned for the duration. Senior high athletics were to be carried on only in a limited form.

The motive behind the curtailment of these activities was fine and good. The country was at war and everyone must sacrifice. But the thought behind many of these noble gestures was too short-sighted. We must conserve rubber but *we must also develop children capable of carrying tomorrow's problems.*

The curtailing of certain children's activities should mean the immediate substitution of other activities to take their place. In the two and one half years that England has been at war she has learned this fact the hard way. G. A. Godwin writing in the *Contemporary Review*,¹ an English publication, states that the children of England have been the biggest losers in the war to date. Playgrounds have been closed, school activities curtailed, many parents were temporarily unemployed due to the conversion of peace industries to war industries. Homes were broken when the women and children were evacuated from larger cities. And many homes were upset when the father and mother volunteered for war work after regular working hours. Too many children, too young to work, were left to themselves. Without sufficient guidance from adults they developed into social misfits. The rate of juvenile delinquency rose 50% since the war started while the adult crime rate decreased. Unknown to statisticians is the number of children whose personality, while not anti-social has become inefficient and displeasing. It will be years before

By FRANK L. IRWIN
*Coach, Junior High School
Trenton*

England realizes fully the price she is paying for this war.

Here in America we have war. Business is not "as usual." Parents' worries will be carried over to the children and they will feel less secure. Unemployment of between two and three million men will take place in the near future as we convert peacetime industries into war industries. Families will move into defense areas where living quarters are inadequate. Trailer camps or small apartments will suffice for homes . . . and schools will do their best (which will not be good enough) to teach several times the number of students they are equipped to handle. Men teachers are now scarce and will become more so as time goes by. In fact we are in the same position that England found herself two years ago. Are we going to make the same mistakes with our children?

Paul V. McNutt who is in charge of the federal Government's Youth Welfare Program writes in a recent article² that his department recognizes the needs of children in time of war. Both school and the home have a part in seeing that children lead a full life, free from too much anxiety. "One of the objects," says he, "of our recreation program is the after-hour use of school buildings for well directed recreation. Indoor gyms and outdoor playing fields, shops and labs, auditoriums and classrooms should be open to every child or adult who wants to ride a hobby or pursue a sport."

This country has big problems to solve in the future. Today's children will be tomorrow's citizens and they must be capable of solving problems. Children who are actively interested in socially approved projects or hobbies and who enjoy doing them make the best citizens. Germany realized this and in the period from 1934 to 1939 had probably the most complete national youth organization in the world.

1. *Contemporary Review*—Oct. 1941.

2. *Annual Report on the Nation's Children*—Paul V. McNutt—*Parents Magazine*, January 1942.

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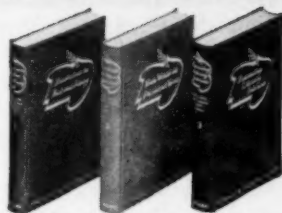
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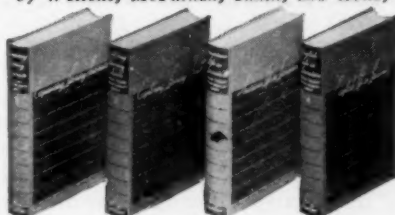
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- 3) Expanding Literary Interests

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FOR HIGH SCHOOL

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- 3) American Life in Literature
- 4) English Life in Literature

by Sharp, Tigert, Mann, Dudley and Abney

Dr. James Naismith, the inventor of basketball and for years Professor of Physical Education at the University of Kansas, toured Europe in 1936 and reported that nowhere in Germany did he see boys or girls running the streets or engaging in idle loafing. They were interested in their flying clubs, their field day activities, their hiking programs and their participation in the Hitler Youth Movement. Everywhere the "Joy through Strength" was evident. In comparison the youth of England, Scotland, and France were still suffering from the curtailed youth activities brought on by the depression. We now realize that the ideology behind the Hitler Youth Movement is cruel and vicious but the German children could not be expected to detect this. They were given interesting things to do, hope for the future seemed bright and they looked forward to each day's activities. When war came they were better prepared, physically and mentally, than the other children of Europe. By the time Germany is beaten we will realize that in the young people, Germany has a mighty

bulwark which will not give up easily or quit when the going gets tough.

We teachers in America have an important job to do in making our own children fit to handle the problems ahead. Our numbers are small—the job is too large for us to handle alone. We are trained—and some of us reside in every community. It should be our duty to be the "spark" behind a youth program in every community.

What We Can Do

A school play program for all children not otherwise occupied could take the place of the curtailed inter-school sports program. If a coach were not available then some organization such as the American Legion, Rotary, Lions, etc., could back the program and get volunteers to run it. Churches, women's clubs and the P. T. A. could sponsor hobby classes or activity groups which would be of great benefit to our children. These groups could even be tied in with the Junior Red Cross war work.

At present there exist many fine youth

groups already well organized such as the Camp Fire Girls, the Girl Scouts, the Y. W. C. A., the Y. M. C. A., the Boy Scouts, the Future Farmers of America, etc. These groups should have the active support of all civic organizations. Their job is now greater than ever before. School teachers can see that these groups are actively backed by someone in every community.

The draft is cutting heavily into the

ranks of youth workers. This means that it will be harder to carry on a good children's program than ever before but it must be done. Failure to do so will mean the loss of much national strength in the years to come.

Teachers . . . let's be real leaders in our communities . . . let's see that each community does its part in making the "America of Tomorrow" strong.

Chickens Will Come Home to Roast!

WE HAVE TAKEN GREAT PAINS in the past few years that the education of our students be what we please to term a "free" one. We have fled as far as possible from the process known as indoctrination. We have taught the facts about this great country of ours and have left the children free to determine whether it rates their respect and admiration. Now, in a crucial moment we see the folly of our methods. Our young people seemingly do not possess that inborn love of America which our forefathers had.

To be specific, just where are we failing? We have failed to indoctrinate the children going through our public school institutions with a love and admiration for their country which cannot be altered even under the most adverse circumstances such as economic depression, unemployment, etc.

Yes, we've been told that we are not to indoctrinate our pupils. We live in a democracy and therefore everyone should be allowed to form their own opinions. The plea of democracy is used to cover a multitude of evils none of which is more obnoxious than the one under discussion.

Upon close examination of the basic reading series used in our school, we discover not one story or article which would lead the reader to form a deep, undying love for his country. Several articles were designed to bring forth the qualities of good citizenship, but I am sure you will agree with me that it is much easier to base good citizenship training upon love for country than to base it upon nothing at all. Isn't it possible to develop a reading vocabulary and reading skills in chil-

dren using some of the heroic tales of the founders of our country?

In our seven cardinal principles of education, we dedicate ourselves to developing several important qualities in our students, yet nothing is said about instilling in our students a "do or die" love for our country. Yes, we are supposed to train them for good citizenship but I sometimes think we are failing. If we would indoctrinate these children with the patriotic feeling which our forefathers had toward their country, I think we would have the finest sort of a foundation for good citizenship.

None of us waste any love on Hitler, yet one cannot help admire how he brings out the best in his fellow countrymen. Many of us think his policies are insane but there is method in his madness. Young Germans love their country with a much deeper feeling than most young Americans. The German feeling is more like the one that took Washington's meager army through that terrible ordeal at Valley Forge. Hitler accomplishes his purpose by indoctrination, largely through the German schools.

Many boys today never have the privilege of helping Washington cut down the cherry tree and then telling the truth about it. They never get to shiver in the cold at Valley Forge nor stand under the tree with Nathan Hale as he repeats his last words. They never get to display their

By WM. H. OWENS
Principal Marshall School
Monett

rial to cover leaving little time for developing concepts and controlling emotions. I am firmly convinced that one of the basic aims of our reading program should be the forming of this devotion to our country. However, our latest readers do not contain stories of this type. In conducting a program of patriotic reading in our school this year, we have found it necessary to use material in readers copyrighted 1919 and 1920.

One of the leading churches of the world believes in this theory: "Let us direct the training of a child until he is twelve years of age and he is ours forever." In other words, "Bring a child up in the way he should go and when he is older he shall not depart therefrom."

ATTENTION: Superintendents and Teachers

★ In order to do our part in the conservation of paper for national defense, we will not issue new school supply catalogs this year. *Please retain the current school supply catalogs which you now have in your files!*

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Establishing a Visual Aids Library in the Small School

WE HAVE OFTEN HEARD some teachers make the remark, if we only had Visual Education in our system, we could do a much better job of teaching. Such a statement is quite true, but in general it is a way of expressing a desire for motion pictures to be used in connection with class work. Many schools have pushed aside the idea of Visualizing the Curriculum because they have the mistaken idea that it can only be done with the aid of motion pictures and the initial cost is too high. In the larger schools a well planned program can be set up as they are able to have the services of a Visual Education Director. Unfortunately this is not the case in the smaller schools, but they can borrow the idea of a Visual Aids Library from the plan used in the larger schools and to a large extent compensate for not having all the advantages of a large system.

Since Visualizing the Curriculum is a broader problem than just the use of motion pictures the problem of the small school in establishing a Visual Aids Library, is to take an inventory of what they have and see what can be done with it. To begin with they need a leader who is familiar with the problems of Visualizing the Curriculum to take charge and actually start the building program. A good Visual Aids Library cannot be built in a day, a month, or a year, but must be a cooperative program carried out over a long period of time that will be constantly added to and revised as ideas change.

Due to some unfortunate circumstance there exists a tendency among teachers of smaller schools not to loan equipment. Frequently we hear the expression that some teachers would like to have a set of maps like the ones in the History Room. Common sense tells us that such equipment is not in use every hour of the day and could be loaned and should be. Establishing a Visual Aids Library would be a means of overcoming this attitude as each teacher would feel free to use any equipment possessed by the Library. This fact makes it important to know what visual

By GEORGE V. PRICE
Berryman, Mo.

aids are present in a system and to have an available record of them.

The third grade teacher may have an unusually good set of pictures on the subject of Mexico collected by her students. The pictures should be mounted and filed in the Visual Aids Library so that they could be made available to all other teachers. This plan should be followed by all teachers throughout the system and with proper cooperation an extensive collection of pictures and other related materials can be accumulated. It is important that they be filed with care and for the various teachers to be made aware of their presence.

To have a successful Visual Aids Library a room should be set aside as a headquarters. This room will have to serve a number of purposes such as the ones listed below:

1. Meeting place for Visual Education Committee.
2. Library for Visual Education magazines.
3. Library for Film and Equipment catalogs.
4. Repository for all Visual Materials.
5. Files telling nature and location of all materials.
6. Workshop for care and preparation of all materials.
7. Place to preview films.

In most small schools the problem of projection equipment is the big factor to overcome. Unless they have some projection equipment they do not seem to do much more than hope that some day they may have it. The cost of equipment is the big factor to overcome and in most small towns this can be done in a number of ways. A number of Churches and Secret Organizations have excellent slide machines stored in boxes in some closet

ool
or attic that are rarely used. In a good many cases these organizations have disbanded and some former member has charge of the equipment. In either case, by using the proper methods it is possible to secure some good slide machines at very little if any cost. If the machines can't be purchased outright from one of the organizations they can in all probability be borrowed or rented at a very low cost. Theaters in small towns also offer a source of low cost projection equipment. In a number of the theaters that are operating today the slide machines are rarely used as their main purpose was for advertising and this is being done largely by films at present. The theaters offer a source of slide materials at a relatively low cost as in most cases they have on hand hundreds of slides they are glad to get rid of. These can be cleaned up by soaking them in hot water and then may be made into excellent teaching aids.

Many of the small schools may be limited to the use of such projectors as the slide machine and the micro-projector. However, some small schools have been

fortunate enough to obtain some excellent motion picture projection equipment by such methods as renting, buying outright, magazine drives, and by using the equipment at various entertainments. Some schools have gone into the matter deeply enough that they have set up Photography Departments and have some good 16 mm. motion picture cameras. These can be used to take pictures of school activities and in some larger schools School News Reels are shown at regular intervals.

There is a general trend that Educational Films should be made by the teachers. This opens a vast field of experimentation for the teacher interested in this type of work.

The possibilities of the Visual Aids Library are almost unlimited. However, if the small school will concentrate on the collection of flat pictures, preparation of slides, construction of electric maps, and the preparation of film strips I believe that they will be making progress in Visualizing the Curriculum and it can be done at a cost within the means of all.

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ITEMS OF INTEREST



C. E. Ferguson, for the past three years principal of the high school at Parkville, has been elected to the superintendency of the schools at Dearborn.

Walter W. Parker, Jr. was recently appointed head of the department of physics at Westminster College. Mr. Parker was before his appointment to the position in Fulton, an instructor in physics at the Kemper Military Academy in Boonville.

Maurice Holstein, physical education and social studies teacher in the Bolivar high school, has been elected superintendent of the Miller public schools.

Previous to beginning his work as a high school teacher this year, Mr. Holstein had been principal of an elementary school for several years.

The National Association of Secretaries of State Teachers Associations elected, during their recent meeting at San Francisco, as Vice-President of the organization, Mr. Everett Keith, Executive Secretary of the Missouri State Teachers Association.

Raymond Marsh has been elected superintendent of the Carterville schools. Mr. Marsh was formerly superintendent of the Bronaugh schools.

William Garrett has been appointed state supervisor of education and training for the W. P. A. in Missouri.

ANNUAL CONFERENCE ON READING INSTRUCTION

A two-day session dealing with reading problems will be held at The Pennsylvania State College on Friday and Saturday, April 17 and 18. Each half-day one major phase of differentiated reading instruction will be presented by means of lectures, demonstrations at elementary and secondary school levels, and discussions of the demonstration.

SAFETY EDUCATION SESSION

The Safety Education meeting at the University of Missouri on Saturday morning, March 28, was well attended by educators. Methods of dealing with many problems in Safety Education were outlined and discussed.

The meeting was sponsored by the Department of Superintendence of the M. S. T. A., Missouri State Highway Department, School of Education, University of Missouri and the Missouri State Teachers Association.

COMMUNITY ASSOCIATION BUYS DEFENSE BOND

The Hickory County Community Teachers Association, according to Miss Florence Ellison, Secretary-Treasurer, has purchased a \$75.00 defense bond.

Members of the Association donated seventy-five cents each toward the purchase and the balance of the money was taken from the Association fund.

This patriotic action by this group will help the government at the present time and the Community Association in future years.

SENATE GETS BILL TO ABOLISH NYA AND CCC

A bill to provide for "the termination of the National Youth Administration and the Civilian Conservation Corps" was introduced in the U. S. Senate on February 23 by Senator McKellar of Tennessee. It is Senate Bill No. 2295 and would extend the NYA from June 30, 1942, to December 31, 1942 "but only for the purpose of winding up its affairs." The same dates and conditions are provided for CCC. The bill passed second reading and was then referred to the Senate Committee on Education and Labor.

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Bolivar, Missouri

SCHOOL AND COMMUNITY

HEALTH WEEK

The week of March 30 to April 3, was set aside as health week in the Milan public school.

The Milan board of education in cooperation with the State Board of Health and local doctors conducted a smallpox vaccination and diphtheria immunization clinic. Dental examinations were made for pupils by local dentists.

SUMMER SESSION FOR JUNIOR COLLEGE

In order that young men being called into military service might complete their junior college work, the board of education voted to establish a twelve-week summer course at Joplin's junior college.

SOUVENIR PRESENTED AT COUNTY BOARD MEETING

County Superintendent J. P. Kay of Moniteau County introduced a gracious feature at his county school board meeting on March 5. He invited the parents of the boys who are in Uncle Sam's service to attend this meeting.

During the meeting an attractive souvenir containing the names of 209 Moniteau County boys now serving in the armed forces was presented to the parents. Printed on the cover of the souvenir was a poem titled "Dedicated to Those Who Have Heard the Call," which was written by Superintendent Kay.

SOME 4-H CLUB ACHIEVEMENTS IN 1941

A total of 20,509 different rural boys and girls, representing about 15,000 different farm homes, were enrolled in 1,507 community 4-H clubs from 112 counties of Missouri in 1941. Of this number, 8,832 were boys and 11,677 were girls.

There were 6,819 4-H club members from 106 counties who carried out conservation activities and projects such as wildlife, soil conservation, forestry, insect study and home grounds improvement.

EDUCATION DAY

On March 11, 1942 the students of the School of Education of the University of Missouri held their third annual Education Day. The afternoon program was devoted to a panel between twelve students and five invited guests discussing the topic, "The Teaching Profession in National Defense." Invited guests included State Superintendent Lloyd W. King, Mr. Everett Keith of the State Teachers Association, Mr. W. C. Bicknell and Dr. Dorothy Farthing of the University Teachers Training School, and Mr. R. Lee Martin, Principal of the Jefferson Junior High School of Columbia. A tea sponsored by Phi Lambda Theta followed the afternoon program.

During the evening the students heard an address given by Dr. Alonzo F. Myers, Chairman of the National Commission for the Defense of Democracy through Education. In discussing the topic "The Role of Teacher Asso-

ciations in Defense of Democracy through Education," Dr. Myers stressed the necessity of keeping the teaching profession intact during the war period. A brief musical program, consisting of an a capella choir made up of students of the University, preceded the address.

INCOME FROM SCHOOL BONDS MAY BE TAXED

Secretary of the Treasury Morgenthau recently issued the following statement: "Now that we are at war, now that the revenue needs of the government have soared beyond all previous conceptions, it is high time, in my opinion, to tax the income of state and municipal securities—not only the income of future issues but also the income from those issues now outstanding."

This policy has been seriously considered for a year or more and is in keeping with the practice of the federal government in stopping the issue of tax exempt federal securities. Such a policy may lead to a tax on income from school bonds.

SCHOOL STRIKES

The NEA Commission for the Defense of Democracy through Education at the 72nd annual convention of the American Association of School Administrators in San Francisco, February 21, 1942, adopted the following statement:

Because of threatened strikes of school plant

A FULL QUARTER'S WORK IN 10 WEEKS AT OREGON SUMMER SESSIONS

To serve you better, the Oregon State System of Higher Education offers a full quarter's work in 10 weeks (2 sessions of 5 weeks) at 6 educational institutions.

Take Your Choice

Oregon State College, Corvallis, June 20 and July 25; University of Oregon, Eugene, June 13 and July 18; Portland Summer Session, June 8 and July 13; Colleges of Education at Monmouth, Ashland, La Grande, June 8 and July 13.

Study and Recreation

Distinguished visiting professors will supplement the regular teaching staff. More than 1000 undergraduate and graduate courses will be given. Supplementing regular classroom work will be entertainment features—forums, lectures, concerts, plays, dances, recreational and sports programs. Costs are moderate for board, room, registration.

Complete Summer Catalogs

For your copy address Director of Summer Sessions, Oregon State System of Higher Education, 814H Oregon Bldg., Portland, Oregon.

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employees in Minneapolis, Omaha, and other cities, the Commission announced the following policy in relation to such strikes: "So important is education to our democracy during this war period that the Commission for the Defense of Democracy Through Education opposes the closing of schools because of strikes of school plant employees, or for any other cause, during the period of the war."

DEFENSE STAMP SALES REPORTED

Schools are manifesting much interest and enthusiasm in promoting the sale of defense stamps and bonds.

According to a report from L. H. Coward, Greene County Superintendent, the rural high school districts of his county had on March 9, sold a total of \$6,321.35 of defense stamps and bonds.

The report indicated the children of the individual schools had purchased stamps and bonds of the following amounts: Ash Grove \$921.20; Bois D'Arc \$627.70; Republic \$1,797.90; Willard \$1,492.40; Fair Grove \$710.00; Strafford \$390.05; and Walnut Grove \$381.30.

**WAR-TIME PROGRAM OF M. U.
TO INCLUDE TWELVE-
WEEK SUMMER SESSION**

The University of Missouri 1942 Summer Session has been scheduled for a twelve-week period extending from June 15 to September 4. This is a part of the accelerated war-time calendar which provides that the University shall be in operation forty-eight weeks during the year. The extension of the summer session program to twelve weeks will make it possible for regular students to remain enrolled in their respective divisions and to complete a substantial amount of work during the summer months. The change will also make it desirable for many students to enter the University in June who would have delayed their enrollment until September in normal times.

All divisions of the University will be in operation during the 1942 Summer Session. Classes will be organized on a twelve-week basis in the College of Agriculture, the College of Engineering, the School of Law, the School of

Journalism, and in the School of Medicine. In the College of Arts and Science, the School of Business and Public Administration, and the School of Education classes will be available for both eight-week and twelve-week periods. The eight-week session will close August 7. Students who are enrolled in eight-week classes which terminate August 7 and who desire to complete additional work will have opportunity to do so in classes organized for the four-week period from August 10 to September 4.

**PETTIS COUNTY SCHOOL BOARD
MEETING HELD AT C.M.S.T.C.**

As time came to arrange for the annual school board meeting authorized by law in Missouri, Foster Scotten, Superintendent of Pettis County Schools, was busy making plans with Central Missouri State Teachers College to bring his rural teachers there for a demonstration day, he also asked permission to invite the school board members of the county. President G. W. Diemer agreed and invited every school board member of the county to spend the day on the campus.

The education department of the College prepared a program of demonstrations in rural school areas, running throughout the day. President Diemer, State Superintendent Lloyd W. King, and college faculty members, spoke and led round table discussions where each person attending might ask questions concerning the particular problems of their school district.

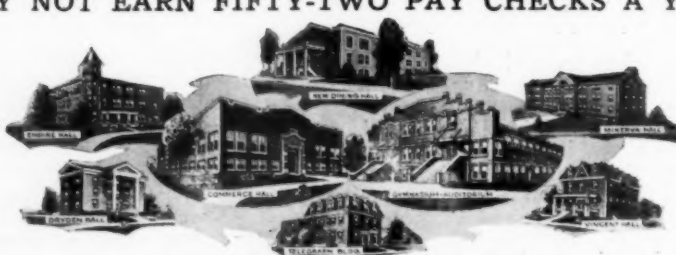
According to Mrs. Jewell Ross Davis, to whom we are indebted for the facts presented, sixty-nine of the seventy rural schools in Pettis County had at least one school board member present, with a total of two hundred school board members attending the sessions along with sixty-nine teachers.

The theme of the conference was "Adjusting Our Educational Program to the War Crisis." Demonstrations were given in the fields of language arts, arithmetic, speech, science, social studies, functional grammar, and physical rhythm.

The lecture and round table program consisted of: Education and National Defense by

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President Diemer; Rural Schools in War Crisis by Superintendent King; The P.-T. A. Aids Defense by Mrs. A. W. Hudnall, second vice-president and Director of Extension of the Missouri Congress of P. T. A.; The Library Serves a Nation at War by Miss Edith Gantt of the State Library Commission Office at Jefferson City; Education Builds Morale by Dean Lonzo Jones; Bullets from Gardens by Virgil Burk, county agent of Johnson County; Diet Will Make America Strong by Miss Ella Groenewold, head of the home economics department of the college; Visual Aids From the Museum by Dr. Byron Westfall, Associate Professor of Science; Rural School Problems by A. C. Moreland, Associate Professor of Education; Prevention of Reading Difficulties by Miss Gertrude Hosey, associate professor of education.

DEPARTMENT OF SUPERINTENDENCE ELECTS OFFICERS

The Department of Superintendence of the Missouri State Teachers Association held its twenty-ninth annual meeting in Columbia, March 26 and 27. A larger number attended than usual, there being over two hundred present.

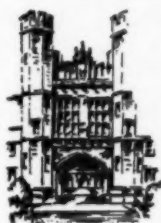
Problems and issues brought before the meeting in speeches and by discussion groups were handled with enthusiasm and earnestness.

Officers for the department were elected during the business meeting held at the close of the luncheon which was sponsored by Phi Delta Kappa on Friday.

Officers elected were: President, L. O. Little, Superintendent of Schools, North Kansas City; Vice-President, L. B. Hoy, Superintendent of Schools, Gideon; Secretary, M. C. Cunningham, State Teachers College, Maryville; Treasurer, Everett Keith, Executive Secretary, Missouri State Teachers Association, Columbia; member of Policy and Plans Committee, E. E. Camp, Superintendent of Schools, Monett.

PLANS FOR STUDENT COUNCIL CONVENTION

Plans are being made for the Fifteenth Annual Meeting of the Federation of Student Councils of the Central States. The Convention is to be held next fall, October 23-24, at the Hickman High School in Columbia, Missouri. The Central States Federation is composed of Student Councils of Iowa, Nebraska, Kansas, Missouri, Oklahoma, and Arkansas. A very interesting program is being planned. The theme of the convention will be "Leadership in a Democracy." The convention will consist of general sessions, state meetings, musical programs, a sponsor's meeting, student discussion groups, a tour, including the University of Missouri, Christian College, and Stephens College, a banquet, a luncheon, a dance, a program entitled, "Information Please," Missouri-Iowa State Football Game, an exhibit, and a business meeting. The guest speaker for the Conference will be Dr. Clifford



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REGISTRATION JUNE 12, 13

For complete bulletin, address Frank L. Wright, Director of Summer Session
WASHINGTON UNIVERSITY, ST. LOUIS

E. Erickson of Northwestern University. He will speak at two of the General Sessions, will be the leader in the sponsors' meeting, and will lead a panel discussion. Other speakers already selected are: Dr. Fred McKinney, Psychologist in the Student Health Service, of the University of Missouri; Dr. Merle Prunty, Director of Extra-class Activities, Stephens College; Dr. C. E. Germane, Director of Guidance, University of Missouri; and Miss Louise Barthold, of Stephens College, who is the Founder of the Student-Council Federation of Central States.

Two new features have been added to the Conference this year. The first is the program "Information Please" which will be a panel consisting of the above named speakers and a student representative appointed by the state sponsor or elected at the state meetings from each state, which will answer questions on student participation. The other added feature is an exhibit in which each school will be asked to bring material such as handbooks, newspapers, yearbooks, assembly programs, posters, commencement pageants, etc.

The student council is one organization about whose worth there is almost universal agreement. The movement is more necessary than ever before. High Schools over the Central states area are urged to send representatives to the Convention at Columbia next fall. If your school has not organized a Council, now

is the time to get organized. Your State Chairman will be glad to send you material on how to get a council organized.

For further information regarding the Central States Federation or the Conference for next year, write to Otto H. Hayward, Missouri State Chairman, Senior High School, Webb City, Missouri; or Dr. Fred Dixon, Principal, Hickman High School, Columbia, Missouri.

HOME ECONOMICS DEPARTMENT ELECTS OFFICERS

The Home Economics Department of the Missouri State Teachers Association at its meeting in Columbia on March 28, reelected the following officers: President, Miss Lillian Duncan, Columbia; Vice-President, Mrs. Nell Wright, Edina; Secretary-Treasurer, Miss Margaret Alexander, Columbia. Miss Bertha Jennings, Marshall, was elected counselor.

BOOKMEN'S ASSOCIATION NAMES OFFICERS

The Missouri Association of Bookmen elected officers and adopted some changes in their constitution at a recent meeting held in Columbia.

General officers elected were: President, Sam Sprout, Rand, McNally and Company; First Vice-President, Paul Vaughan, Allyn and Bacon; Second Vice-President, Miss Helen F. McKee, Laidlaw Brothers; Secretary-Treasurer, Mrs. J. Z. Campbell, Practical Drawing Company.

Members elected to the Executive Committee were: G. W. Somerville, Scott, Foresman and Company; L. L. Lichliter, Ginn & Company, and Paul Vaughan, Allyn and Bacon.

FORD ON SCHOOLS

"Even during the war we cannot afford to neglect the youngsters. Some people think that because we're in war, the things our children need in the way of education, and all that should go with it, are luxuries we cannot now afford. They claim taxes will be too high. About the only good use I can see for money is to do something worthwhile with it that will help the children. Decidedly, we can't cut down

now on the money to make sturdy, healthy, and intelligent citizens of them."—Nation's Schools, April 1942.

CASH FOR COLLEGES

A comprehensive program calling for direct subsidies amounting to \$50,000,000 to colleges and students who may be in financial stress as a result of the accelerated 3-year war courses, has been proposed by the U. S. Office of Education. This plan is now before the Bureau of the Budget for consideration. As proposed, the project would aid 135,000 students in 200 colleges and universities in every section of the country. It would help make possible the early graduation, with the saving of 1 year or more, of thousands of young men and women now badly needed by the Army, Navy, and war industries. Moreover, educators feel, it would save many colleges from threatened bankruptcy or dissolution.

FILMS AND RECORDS LISTED IN FREE CATALOG

The American Council on Education announces a new catalog entitled *The Other Americas Through Films and Records* designed to help the teacher locate these materials for classroom work. Prefaced by suggestions on using visual and auditory aids, the catalog lists more than forty 16 mm. films, coded for school levels—from primary grades to college—at which they are most appropriate. The recordings are grouped by concert, popular, folk and primitive music.

A Directory of Sources tells you exactly where to write for the materials. The catalog itself is free. Write to the American Council on Education, 744 Jackson Place, Washington, D. C.

FREE BULLETIN EXPLAINS NEW BUS RATIONING PLAN

School officials and operators planning the purchase of new bus equipment in 1942 will find many helpful suggestions in a new 8-page bulletin, "How to Order Buses Under the New M-100 Rationing Plan," just published by Superior Coach Corporation, Lima, Ohio.

The new bulletin summarizes all the major points of the new WPB truck rationing order (effective March 9, 1942) . . . explains the pro-

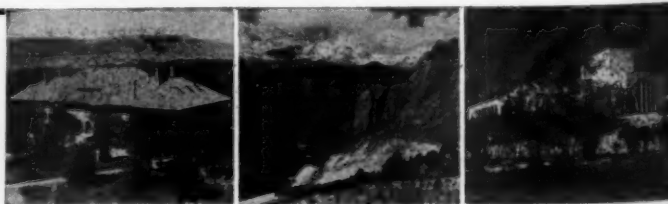
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C. B. HERSHEY, Director of Summer School

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cedure involved in applying for new truck chassis . . . lists the addresses of all Local Allocation Offices . . . and outlines six basic suggestions to save time and trouble in submitting applications.

Free copies of this timely and useful bulletin may be obtained as long as the supply lasts by addressing a postal card or letter to Keystone Trailer and Equipment Co., 2100 E. 10th St., Kansas City, Missouri.

BELIEVE IT OR NOT

Miss Grace Wilkerson, teacher of Sharon Rural School in Saline County, chalks up this record for her school.

School year 1940-41, 100% neither absent nor tardy.

School year 1941-42, 100% neither absent nor tardy.

Each year also recorded 100% in Reading Circle work. Last year eight pupils contributed to this attainment. This year only seven were enrolled.

Miss Wilkerson attributes this phenomenal record to good health, no contagious diseases and good roads. Most pupils come on bicycles. Of course a high level of interest on the part of parents and pupils due in part at least to the quality of teaching was also a factor.

Payne Muir, physical education teacher at the Richmond high school, has resigned his position to go to the United States Naval Training Station at Norfolk, Virginia, to begin work as a physical instructor in the Navy.

AN OPPORTUNITY FOR SERVICE

(Continued from Page 152)

are not rationing vinegar."

Detailed plans carefully executed must characterize this event for as Leon Henderson, OPM Administrator, says,

"The public is looking to you, the teachers of America, to do the job of registering them for their ration books as simply and efficiently as possible. I know that their confidence in you is entirely justified."

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Address:
Member N. A. T. A.

IMPORTANT EVENTS

APRIL

- 11 Department of Elementary School Principals Meeting, Columbia, April 11, 1942.
- 16 Central States Speech Association, annual convention, Des Moines, Iowa, April 16-18, 1942.

MAY

- 18 County Superintendents Conference, Jefferson City, May 18, 19, 20, 1942.

JUNE

- 21 American Home Economics Association, Boston, June 21-25, 1942.
- 22 American Library Association, Auditorium, Milwaukee, Wisconsin, June 22-27, 1942.
- 28 National Education Association, Denver, Colorado, June 28-July 2, 1942.

JULY

- 8 World Federation of Education Association, Montreal, Canada, July 8-10, 1942.

OCTOBER

- 23 Federation of Student Councils of Central States, Annual Meeting, Hickman High School, Columbia, October 23-24, 1942.

DECEMBER

- 2 Missouri State Teachers Association annual convention, Kansas City, December 2-5, 1942.

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Books Received

When Today Began, Told by Pauline K. Angell. Pictured by William O. Forrest. Pages 378. Published by The Macmillan Company.

Healthful Living, Third Revised Edition, by Jesse Feiring Williams. Pages 600 plus six. Published by The Macmillan Company. Price \$1.60.

Fun With Dick and Jane, by William S. Gray and May Hill Arbuthnot. Illustrated by Eleanor Campbell and Keith Ward. Pages 159. Published by Scott, Foresman and Company. Price 64c.

Our New Friends, by William S. Gray and May Hill Arbuthnot. Illustrated by Keith Ward. Pages 191. Published by Scott, Foresman and Company. Price 76c.

September to June, Edited by Robert J. Cadigan. Pages 424 plus x. Price \$1.32. Published by D. Appleton-Century Company.

Games the World Around, by Sarah Ethridge Hunt and Ethel Cain. Illustrated by Maxine and Nathan House. Pages 268 plus xiii. Published by A. S. Barnes & Company.

Our Changing Society, Its Social, Civic, and Economic Problems, by Paul H. Landis. Pages 488 plus xx. Published by Ginn and Company. Price \$1.76.

Our Economic Problems, by Herbert W. Bohlman and Edna McCaull Bohlman. Pages 588 plus xx. Published by D. C. Heath and Company. Price \$2.00.

The Way of Life Series—Treasure Shelves, Black Land, They Guard the Gates, Golden Harvest, Doctor Jad, Green Kingdom. Pages ranging from 64 to 72. Published by Row, Peterson and Co.

The Torch of Liberty, by Frederic Arnold Kummer. Pages 300 plus ix. Published by The John C. Winston Company. Price \$2.00.

The Country School at Home and Abroad, by Iman Elsie Schatzmann. Pages 233 plus xvi. Published by The University of Chicago Press. Price \$1.50.

People Are Important, by Floyd L. Ruch, Gordon N. Mackenzie, and Margaret McClean. Pages 283 plus xii. Published by Scott, Foresman and Company. Price \$1.32.

Thorndike Century Junior Dictionary, Revised Edition, by E. L. Thorndike. Pages 940 plus xx. Published by Scott, Foresman and Company. Price \$1.48.

Runaway Home, by Elizabeth Coatsworth and Mabel O'Donnell. Pages 384. Published by Row, Peterson and Company. Price \$1.20.

Engine Whistles, by Mabel O'Donnell. Pages 384. Published by Row, Peterson and Company. Price \$1.20.

Practical Mathematics, Book I, by Henrietta D. Antonvillo and Catherine M. Trube, Edited by

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William Jansen. Pages 337 plus viii. Published by Noble & Noble. Price \$1.04.

Using Dollars and Sense, by Oliver R. Floyd and Lucien B. Kinney. Pages 314. Published by Newson & Company.

Health in a Power Age, by W. W. Charters, Dean F. Smiley, and Ruth M. Strang. Pages 333 plus ix. Published by The Macmillan Company. Price \$1.08.

Stories of Many Nations, Selected and Arranged by Irwin H. Braun and D. Edward Safarjian. Pages 588 plus xvii. Published by D. C. Heath and Company. Price \$2.00.

Doorways, by Walter Barnes, Mabel A. Bessey, Gladys G. Gambill, Tom Burns Haber, Ethel Louise Knox, Claire Soule Seay, and Marquis E. Shattuck. Pages 548 plus xvi. Published by American Book Company.

Physical Education for Small Elementary Schools, by Harold K. Jack. Pages 184 plus vii. Price \$1.60. Published by A. S. Barnes & Co.

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General Officers and Executive Committee are listed on table of contents page.



UNIVERSITY OF MISSOURI

1942

SUMMER SESSION

June 15—September 4

CALENDAR

June 15—Registration
June 16—Class work begins
July 4—Independence Day, holiday
August 7—Final examinations for
eight-week courses
September 3—Final examinations for
summer session

The summer session will be an integral part of the total accelerated program of the University which will be in full operation forty-eight weeks a year. Students enrolled in the University will be able to earn forty-eight hours of credit each calendar year by attending two eighteen-week semesters and a twelve-week summer session. Under the new plan, freshman courses will be offered during the summer months so that students graduating from high school this June can enter the University immediately.

Twelve-week, eight-week, and four-week courses will be available to students in the 1942 Summer Session program.

Summer session work will be organized in all divisions of the University of Missouri. These will include:

College of Arts and Science
College of Agriculture
School of Business and
Public Administration
School of Education

College of Engineering
Graduate School
School of Journalism
School of Law
School of Medicine

The summer session program is being carefully planned to render maximum service at this particular time. Specific requests about details of programs in the various University divisions should be addressed to the dean of the division concerned.

All general inquiries about the summer session and requests for the complete 1942 Summer Session Announcement should be addressed to

DEAN THEO. W. H. IRION
Director of the Summer Session
212 Education, Desk 1

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